**K-5 ELA Lesson Plan**

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| **Teacher:** Morgan, Lake | | **Grade:** 1 | | | **Date(s)**: Friday, August 31 –  Friday, September 7 |
| **Unit Title: Wanted:** A Few Good Friends | | | **Corresponding Unit 1 Task 2:** Designing a Survey  **Task 2 : 5** days | | |
| **Essential Question(s):**  **1. Why is it important for good readers, writers, and listeners to remember important details when retelling a story, poem, or informational text?**  **2. How do illustrations help good readers locate and remember the important details in a story?**  **3.Why is it important for good listerners to give others the opportunity to speak when we are sharing ideas?**  **4. How ccan drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Day 1:**  ***Friends Go Adventuring* by Helme Heine**  Chart paper  Markers  Writing Journal  Crayons  **Day 2:**  ***Friend*** book  Chart Paper  Markers  Friendship Fruit Salad (see attachment)  Cooperation Quilt  Quilt Square  **Day 3**  Quilt Squares  ***Make New Friends……*** poem  Poem Response (An old friend…..)  **Day 4**  ***My Friend*** poem  Interview Script  Short a word sort  **Day 5**  “Friend” book  Small paper plate (7 in.)  Foil  Circles: speech bubble (pre cut) | | | | **rules**  **citizen**  **author**  **capitalization**  **illustrations**  **character traits**  **story structure** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.1.2**  **I Can Statement(s):**   * I can retell stories including key details * I can explain traits of a good friend.   **Day 1**  **Instructional Plan:**   * Teacher will read ***Friends Go Adventuring*** * Discuss story focus on characteristics / traits of the characters that make them a good friend. * Make an anchor chart identifying the title, characters, setting, problem, and solution of the story. * Generate a list of “How Friends Help Each Other” * Students will write a sentence telling how they can be a good friend and illustrate.   **Day 2**   * Review classroom / school rules. * Refer to the list “How Friends Help Each Other” from Friday. Talk about traits of a good friend. Students will give examples of how they can or have been a good friend. * Read a **“Friend”** book. Discuss the story elements (title, characters, setting, problem, and solution) and identify each. * Make class friendship fruit salad. (see handout) (Write Recipe for friendship) * Using the document camera complete the “Cooperation Quilt” * Students will complete individual Quilt Squares about themselves   **Day 3**   * Review traits of a good friend. * Finish individual quilt squares from previous day and sharing. * Introduce and Read “Make New Friends, Keep the Old” poem (chart or doc camera) * Students will sit in a circle holding hands and squeeze the hand of the person to their right and say their name. 2nd time around the circle they will say the name of the person to their right and a trait that shows that that student has that shows they are a good friend. * Students will write the following: “An old friend I have is \_\_\_\_\_\_\_\_\_\_\_\_. I like them because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A new friend I have is \_\_\_\_\_\_\_\_\_\_. I like them because \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Illustrate.   **Day 4**   * Introduce and Read together the poem “My Friend” * Students will complete the survey using the “Interview Script” from Unit 1 * After interviewing a friend, students will return to the poem “My Friend” and fill in the blank about a friend they have made. (put names from each table group in a bucket and students will choose a name to use for poem) * Students will share what they have written about their friend. * KEEP THE INTERVIEW SCRIPT FOR TASK 3!   **Day 5**   * Read a “Friend” book. Discuss the book and what character traits the characters in the book have that make them good friends. * Complete the Paper plate mirror activity: Students will write “I am a good friend because…..” at the top of the plate. They will then take 4 circles (speech bubbles) and write traits that make them a good friend. Attach these around the outer edge of the plate. (BULLETIN BOARD IN CAFETERIA!) * Share. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 1.1**  **I Can Statement(s):**  I can use pictures and sentences to show ideas, thoughts, and feelings.   * **Instructional Plan:** *Each day the teacher will model how to write a good, complete sentence. (Capital letter, spacing between words, makes sense, and punctuation at the end)*   **Day 1**   * Students will write a sentence telling how they can be a good friend and illustrate.   **Day 2**   * Students will complete individual Quilt Squares about themselves: Students will draw a self portrait in the center of the square and write 4 traits around the portrait that they have that make them a good friend.   **Day 3**   * Students will write the following: “An old friend I have is \_\_\_\_\_\_\_\_\_\_\_\_. I like them because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. A new friend I have is \_\_\_\_\_\_\_\_\_\_. I like them because \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Illustrate.   **Day 4**   * Students will complete the survey using the “Interview Script” from Unit 1 * After interviewing a friend, students will return to the poem “My Friend” and fill in the blank about a friend they have made. (put names from each table group in a bucket and students will choose a name to use for poem)   **Day 5**   * Complete the Paper plate mirror activity: Students will write “I am a good friend because…..” at the top of the plate. They will then take 4 circles (speech bubbles) and write traits that make them a good friend. Attach these around the outer edge of the plate. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RL 1.2a:** Identify short vowel sounds.  **I Can Statement(s):** I can identify consonants and vowels.  I can identify the short vowel sound in a word.  **Instructional Plan:**  **Day 1**   * Review short a sound, sing the short a song. Brainstorm a few short a words. * Introduce the “at” word ending. Give students examples of “at” words. * Brainstorm a list of “at” words. Students will compile a list of “at” words in their word work journal.   **Day 2**   * Review short a sound, sing the short a song. Brainstorm a few short a words. * Introduce the “ap and an” word endings. Give students examples of “ap and an” words. * Brainstorm a list of “ap and an” words. Students will compile a list of “ap and an” words in their word work journal.   **Day 3**   * Review short a sound, sing the short a song. Brainstorm a few short a words. * Introduce the “ag and ack” word endings. Give students examples of “ag and ack” words. * Brainstorm a list of “ag and ack” words. Students will compile a list of “ag and ack” words in their word work journal.   **Day 4**   * Students will sort short a words by word famililes. (Short a word sort)   **Day 5**   * Students will choose a short a word family from the bucket at each table. After choosing the short a word family, students will complete the word family activity. | | | | |
| **Gradual Release of** Responsibility**:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards SL.1.1 “participating in collaborative conversations with diverse partners”.**  Requires explicit instruction with extensive modeling from teacher, followed by opportunities to practice.  **I Can Statement(s):**  I can listen to and retell a story using complete sentences.  I can identify the character traits of a good friend. | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Write 2-3 sentences that include all of the components of a “good” sentence. Add one or two other facts to the survey that make the students a good friend. | | If students are unable to write a sentence, they can copy one from the board or use pictures. Pair a struggling reader with a stronger reader for the purpose of conducting the survey. | | | Teacher will scribe or the teacher will write a sentence and students will copy. Pair the student with another same language child. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Checklist for conducting a survey  Conducting a survey rubric | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*